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ABSTRACT

A study examined the impact of court-ordered desegregation on the reading achievement of a group of first through sixth grade students over a 10-year period spanning the desegregation program, from 3 years before to 7 years after desegregation. Subjects, 4,965 students attending the Memphis State University Campus School during the duration of the study, were given the Metropolitan Reading Achievement Test and IQ tests. The variables considered in the study were year, grade, sex, race, age, IQ, and reading achievement. Results indicated that reading achievement of the entire student population declined in all grades after desegregation but was superior to both the performance of students in the Memphis City Schools and national norms. The reading achievement of white students increased slightly after desegregation, again outperforming national norms, the black students, and the Memphis City Schools. The reading achievement of black students was higher than that of Memphis City School students in all grades and higher than the national norms for the first and second grades. Results also indicated that reading achievement was higher for female students than for male students in all grades and a positive correlation was found to exist between group IQ and group reading achievement with the ranking order, from high to low, found to be female white, male white, female black, and male black students. (Eight figures of data are included, and seven tables of data are attached.) (RS)

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TEN-YEAR LONGITUDINAL STUDY OF MEMPHIS STATE UNIVERSITY CAMPUS SCHOOL READING ACHIEVEMENT SCORES AS THEY RELATE TO PROPORTIONAL COURT ORDERED DESEGRECATION

Paper presented to:

The 11th Annual Meeting of
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November 10-12, 1982

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INTRODUCTION

A ten-year longitudinal study was conducted of the Metropolitan reading achievement scores for Memphis State University's Campus School, Memphis, Tennessee, as they relate to proportional court ordered desegregation. The time period covered the spring reading achievement scores for three years before desegregation (spring 1970-spring 1972) and seven years after desegregation (spring 1973-spring 1979).

The object of the study was to ascertain what, if any, impact the court order has had on the reading achievement scores at Campus School. It determined the changes in reading performance of Campus School students and compared the relationship of such performance changes to demographic changes in the student population. It also compared the reading performance of Campus students with Memphis City School students and the National Norm.

COURT ORDERED DESEGREGATION

Memphis City Schools. Although the Memphis City School System was desegregated "in theory", the housing patterns within the city were responsible for the continuance of "all white" and "all black" neighborhood schools. "Busing" was utilized by the court in an attempt to dismantle this system. While the court order for the Memphis City School System sought to integrate all city schools,

it did not order a racial balance to be established in each city school.

MSU Campus School. The court order for Campus School sought to establish an almost equal balance of white and black students. In order to establish this desired ratio, the court designated the following priority guidelines for enrollment: 1) children of full-time academic faculty at Memphis State University, 2) children with siblings already in Campus School, and 3) geographic proximity to Campus School. These priorities were based on maintaining a 50-50 racial balance in the entire student body while considering the number of openings available in a particular grade.

VARIABLES AND GRADES CONSIDERED IN STUDY

Variables Considered in Study. The variables considered in this study were year, grade, sex, race, age, IQ, and reading achievement. During the time period covered, reading achievement was reported in terms of grade equivalence.

Grades Considered in Study. These reading grade equivalents were examined for all students at Campus School, from the first through the sixth grade, and from spring 1970 through spring 1979.

GROUPINGS OF CAMPUS STUDENTS

Separate statistics were determined for various groupings of Campus students. In future reference, these groupings frequently will be termed as "groups"; they include the following Campus students: total (white and black together), white, black, female, male, female white, male white, female black, and male black. Sta-

tistics were determined for each grade for each year separately, the years before desegregation taken collectively (spring 1970-spring 1972), and the years after desegregation taken collectively (spring 1973-spring 1979).

TESTS USED TO OBTAIN STUDENT TEST SCORES

Metropolitan Reading Achievement Test. Four different levels of the Metropolitan Reading Achievement Test were administered to the six grades at Campus School during the time period covered. Students in the first and second grades were given different tests, while those in the third and fourth grades were given the same test, and those in the fifth and sixth grades shared the same test. The different grades and their respective tests are listed in Table I, with the maximum level attainable for each test. Except where noted, these maximums cover all reading tests from spring 1970 through spring 1979.

Intelligence Quotient Tests. Intelligence Quotients (IQ's) were utilized in this study when feasible. While the reading achievement tests were conducted in the spring (March or April), the intelligence tests were administered in the fall (October). Consequently, the fall IQ scores had to be matched with the students still in class in the spring. There were no IQ scores available for students at Campus School for the spring of 1970 and 1971; therefore, the only IQ's available before desegregation came from the class of 1972.

IQ tests were administered regularly in the fall to students in the third and fifth grades at Campus School. Those students who

were not available for testing in these grades in the fall were tested in the fourth or sixth grades the following fall. The Lorge-Thorndike Intelligence Tests were administered to students in the third grade, while the Kuhlmann-Finch Tests were utilized for the fourth, fifth, and sixth grades.

STATISTICS FOR COMPARISON

Memphis City School Students. Statistics were obtained from the Memphis City Schools and the National Norm for comparison. The Memphis City School System was unable to provide any reading achievement means for Memphis City School students prior to the spring of 1972 or to provide a racial or sex breakdown of the reading achievement means for any of the years involved in the study.

National Norm. Reading grade equivalent means for the National Norm were determined by the "time of testing". The month of the "school year" that the reading achievement test was administered became the "month" of the National Norm. If a first grade reading achievement test was given in March, the National Norm was 1.7 since March is the seventh (7th) month of the "school year".

QUESTIONS EXPLORED BY STUDY

1) How did the total students (white and black together) at Campus compare before and after desegregation?
2) How did the total students at Campus compare with Memphis City School students and the National Norm?
3) How did white students at Campus compare before and after desegregation?
4) How did white students at Campus compare with Memphis City School students and the National Norm?
5) How did black students at Campus compare with Memphis City School students and the National Norm after desegregation?
6) How did white students and black students at Campus compare after desegregation?
7) How did female students and male students at Campus compare before and after desegregation?
8) To what degree were female white, male white, female black, and male black students at Campus able to attain the maximum levels on the Metropolitan Reading Achievement Tests?
9) Did a correlation exist between group IQ and group reading achievement at Campus School?

METHODS UTILIZED TO EXPLORE DATA

Several different methods of exploring the data were utilized in this study in an effort to answer the questions posed. Some of the methods used are as follows:

1) Comparing reading achievement means by way of a longitudinal, cohort study "across years".
2) Comparing reading achievement means "before" and "after" desegregation by "collapsing over the years".
3) Comparing reading achievement means by way of a longitudinal, cohort study "across grades" and "along progressive years".
4) Comparing reading achievement "highs" to determine ability of students to attain the maximum levels.
5) Comparing Group IQ means as related to Group reading achievement means.

Longitudinal, Cohort Study "Across Years". A longitudinal, cohort study of reading achievement means "across years" was made on Campus students for each grade for ten years, three years before desegregation and seven years after desegregation. For this type of study, the reading grade equivalent means of the cohorts of one grade for one year were compared with those of cohorts in the same grade for other years.

Tables and graphs were utilized to display, quantitatively and visually the effects of desegregation on the reading achievement means of the Campus students for each grade and allowed comparison between the Campus groups and the Memphis City School students and the National Norm.

"Collapsing over the Years". Another method for determining the effects of desegregation on the reading achievement of Campus students was by determining the reading grade equivalent means "before" and "after" desegregation by "collapsing over the years". This method collapsed over the years by considering the years before desegregation collectively (spring 1970-spring 1972) and the years after desegregation collectively (spring 1979). The reading grade equivalent mean of all students from spring 1970 through spring 1972 was considered as the reading grade equivalent mean "before" desegregation, and the reading grade equivalent mean of all students from spring 1973 through spring 1979 became the reading grade equivalent mean "after" desegregation for the grade of interest.

Table III was used to display the reading grade equivalent means "before" and "after" desegregation for Campus students for all of the six grades. It indicates which group of Campus students had higher reading achievement after desegregation and allows a comparison between the Campus groups and the Memphis City School students and the National Norm.

Incorporated in this Table are the percentages of black students at Campus School in each grade separately and in all six grades together before and after desegregation. Also included are the percentages of black students in the Memphis City School System for the first six grades inclusive before and after desegregation.

Longitudinal, Cohort Study "across Grades" and "along Progressive Years". A longitudinal, cohort study of reading achievement means "across grades" and "along progressive years" was made on Campus students after desegregation for comparison between Campus groups and with Memphis City School students and the National Norm. For this type of study, the reading grade equivalent means of the cohorts of a class were examined as the class progressed from grade to grade. The first grade class of 1973 became the second grade class of 1974, the third grade class of 1975, the fourth grade class of 1976, the fifth grade class of 1977, and the sixth grade class of 1978.

Tables and graphs were utilized to determine, quantitatively and visually, how a desegregated class at Campus School compared between Campus groups and with Memphis City School students and the National Norm as it progressed from one grade to the next.

A comparison of Campus group IQ means as related to Campus group grade equivalent means was incorporated into this "across grades" study. This allows a visual comparison of group IQ's across and within grades.

STUDENTS INVOLVED IN STUDY

There were 4965 total students at Campus School involved in this study, 1426 students in the three years before desegregation (spring 1970-spring 1972) and 3539 students in the seven years after desegregation (spring 1973-spring 1979).

Before Desegregation. There were 67 black students at Campus School as compared to 1359 white students in all six grades in the three years before desegregation (spring 1970-spring 1972). Therefore, black students comprised only 4.7% of the student body before desegregation, with an average of 3.7 black students per grade per year. White students were 95.3% of the student body before desegregation, with an average of 75.5 white students per grade per year. Because of the few blacks per grade at Campus School before desegregation, this study made no attempt to compare black students at Campus School before and after desegregation.

After Desegregation. There were 1689 black students at Campus School as compared to 1850 white students in all six grades in the seven years after desegregation (spring 1973-spring 1979). Therefore, black students comprised 47.7% of the total student body after desegregation, with an average of 40.2 black students per grade per year. White students were 52.3% of the total student body after desegregation, with an average of 44.1 white students per grade per year.

RESULTS OF STUDY

How did the total students (white and black together) at Campus compare before and after desegregation?

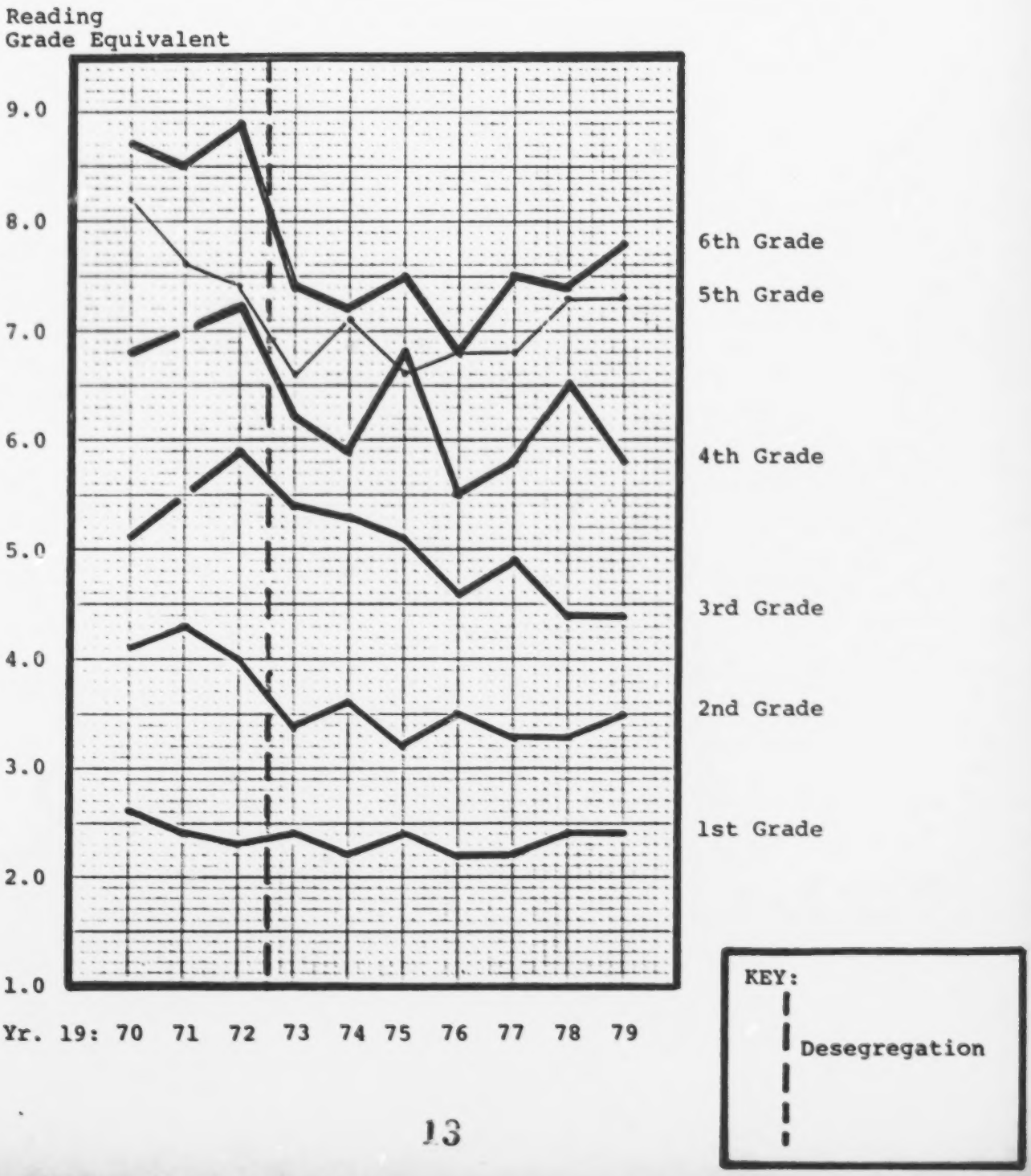
Figure I is a composite of six graphs representing longitudinal, cohort studies of the reading grade equivalent means of the total students at Campus School for all six grades "across" the ten year span from 1970 through 1979, three years befcre and seven years after desegregation.

An examination of Figure I indicated a noticeable decline in reading grade equivalent means from 1972 (final year before desegregation) to 1973 (first year after desegregation) in all grades except the first grade for total students at Campus School.

From Table II, a similar decline (change) was established when comparison was made to the difference in reading achievement for total students "before" desegregation (1970-72) and "after" desegregation (1973-79). These changes in the reading grade equivalent means of total students at Campus School as a result of desegregation are displayed below:

Grade	Change 1st Year Desegregation (Mean 1972 to Mean 1973)	Change "before" to after" Desegregation (Mean 1970-72 to Mean 1973-79)
1st	+0.1	-0.1
2nd	-0.6	-0.7
3rd	-0.5	-0.6
4th	-1.0	-1.0
5th	-0.8	-0.8
6th	-1.5	-1.3

FIGURE 1 - Graphic Representation of Reading Grade Equivalent Means of Total Students (White and Black Together) at Campus School on Spring Metropolitan Achievement Tests, from 1970 through 1979, and for the First through the Sixth Grade.



How did the total students at Campus compare with Memphis City School students and the National Norm?

As indicated in Table II, reading achievement was higher for the total students at Campus School than for the Memphis City School students or the National Norm, before and after desegregation, for all six grades. Reading grade equivalent means of total students at Campus School did not drop below those of Memphis City School students or the National Norm in any single year. In all grades except the first and fifth for Memphis City School students and the first for the National Norm, the higher reading achievement of the total students at Campus School over these groups decreased considerably after desegregation.

The difference of the reading grade equivalent means of the total students at Campus School over the means of the Memphis City School students and the National Norm is illustrated below:

Grade	Memphis City School Students		National Norm	
	Before*	After	Before	After
1st	0.5	0.6	0.6	0.6
2nd	1.4	0.8	1.3	0.7
3rd	2.7	1.8	1.8	1.2
4th	3.3	2.4	2.3	1.3
5th	2.3	2.4	1.9	1.2
6th	3.0	2.0	1.9	0.7

* Achievement scores for spring 1972 only, as scores for 1970 and 1971 were not available for Memphis City School students.

A trend, evidenced by Figure 1, was the almost steady decline of reading achievement for total students at Campus in the third grade, after desegregation (1973-79).

How did white students at Campus compare before and after desegregation?

Figure 2 is a composite of six graphs representing longitudinal, cohort studies of the reading grade equivalent means of white students at Campus School for all six grades "across" the ten year span from 1970 through 1979, three years before and seven years after desegregation.

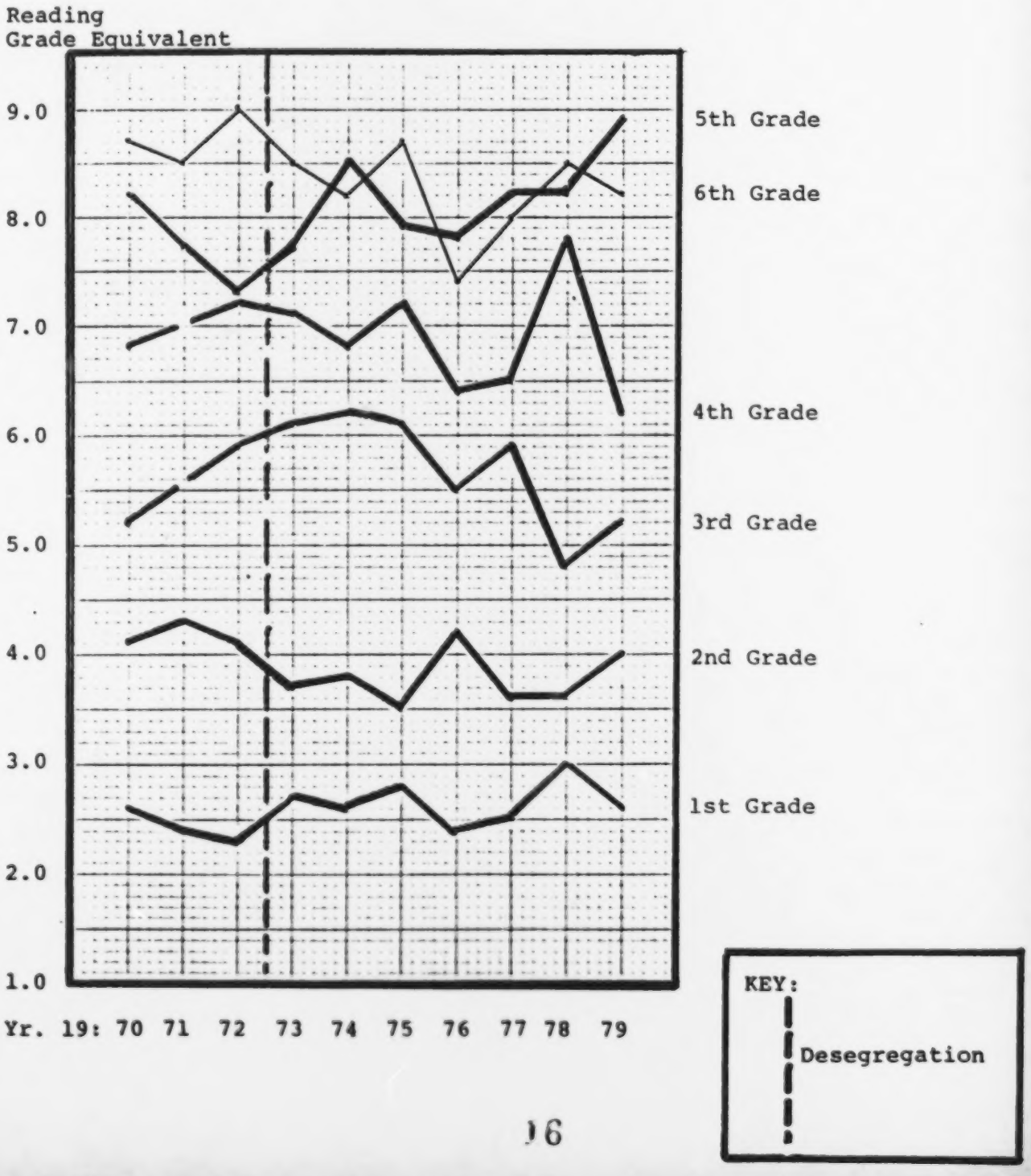
An examination of Figure 2 indicated an increase in reading grade equivalent means in the first year of desegregation (spring 1973) for the first, third, and fifth grades, and a decrease for the second, fourth, and sixth grades.

From Table II a similar change was established, when the reading grade equivalent means of the years "before" desegregation (1970-72) were compared with the reading grade equivalent means of the years "after" desegregation (1973-79). A comparison of these changes is displayed below:

Grade	Change 1st Year Desegregation (Mean 1972 to Mean 1973)	Change "before" to "after" Desegregation (Mean 1970-72 to Mean 1973-79)
1st	+0.4	+0.2
2nd	-0.4	-0.3
3rd	+0.2	+0.2
4th	-0.1	-0.2
5th	+0.4	+0.3
6th	-0.5	-0.5

A further examination of Table II revealed that the reading achievement of female white students at Campus increased in the fourth grade after desegregation, while that of male white students decreased.

FIGURE 2 - Graphic Representation of Reading Grade Equivalent Means of White Students at Campus School on Spring Metropolitan Achievement Tests, from 1970 through 1979, and for the First through the Sixth Grade.



How did the white students at Campus compare with Memphis City School students and the National Norm?

As indicated in Table II, reading achievement was higher for the white students at Campus School than for the Memphis City School students or the National Norm, before and after desegregation, for all six grades. Reading grade equivalent means of white students at Campus School did not drop below those of Memphis City School students or the National Norm in any single year.

The differences of the reading grade equivalent means of the white students at Campus School over the means of the Memphis City School students and the National Norm are displayed below:

	Memphis City School Students		National Norm	
Grade	Before*	After	Before	After
1st	0.6	0.9	0.6	0.9
2nd	1.5	1.2	1.3	1.1
3rd	2.3	2.7	1.8	2.0
4th	3.1	3.2	2.3	2.1
5th	2.7	3.6	2.0	2.4
6th	2.8	2.8	1.9	1.5

* Achievement scores for spring 1972 only, as scores for 1970 and 1971 were not available for Memphis City School students.

The reading achievement differences between white students at Campus School and the Memphis City School students increased after desegregation in all grades except the second and sixth. The difference declined in the second grade and remained constant in the sixth. The differences between white students at Campus and the National Norm increased in the First, third, and fifth grades, and decreased in the second, fourth, and sixth grades.

How did black students at Campus compare with Memphis City School students and the National Norm after desegregation?

Figure 3 is a graphic representation of the reading grade equivalent means of black students at Campus School on the spring Metropolitan Achievement Tests, after desegregation, from 1973 through 1979, from the first through the sixth grade as compared with Memphis City School students and the National Norm. There are six separate graphs representing longitudinal, cohort studies for the six respective grades, "across" the seven years after desegregation (1973-1979).

As indicated in Table II and Figure 3, reading achievement was higher for the black students at Campus School than for the Memphis City School students, after desegregation, for all six grades. The reading grade equivalent mean of black students at Campus School fell below that of Memphis City School students in only one instance, the third grade in 1979, when the reading grade equivalent mean of black students at Campus was 3.4 compared to a mean of 3.5 for Memphis City School students. While this is not a significant amount, it was noticed that the reading achievement of black students declined, almost steadily, for the third grade, from 1973 through 1979. This trend was not evidenced by any other grade.

When compared with the National Norm, the reading achievement of black students at Campus was equal or above the National Norm for the first and second grades, but fell below the National Norm in all remaining grades in one or more of the seven years involved. It fell below the National Norm for two of seven years in the third,

one in the fourth grade, four years in the fifth, and five years in the sixth grade.

Considering the number of years per grade that the reading achievement of the black students at Campus fell below the National Norm, a trend was indicated in that the reading achievement of black students at Campus increased in negative deviation from the National Norm with an increase in school grade. Because of the extreme reading grade equivalent mean of black students at Campus in the fourth grade in 1975, this trend was not evidenced completely by the mean of all of the reading grade equivalents of the black students from 1973 through 1979. It was observed, however, when medians were considered.

The reading grade equivalent means and medians of all of the black students at Campus School from 1973 through 1979 are listed below:

Reading Grade Equivalents of Black Students at Campus (1973-1979)

Grade	Mean	Median
1st	2.0	1.7
2nd	2.9	2.8
3rd	3.9	3.7
4th	5.1	4.7
5th	5.7	5.5
6th	6.6	6.3

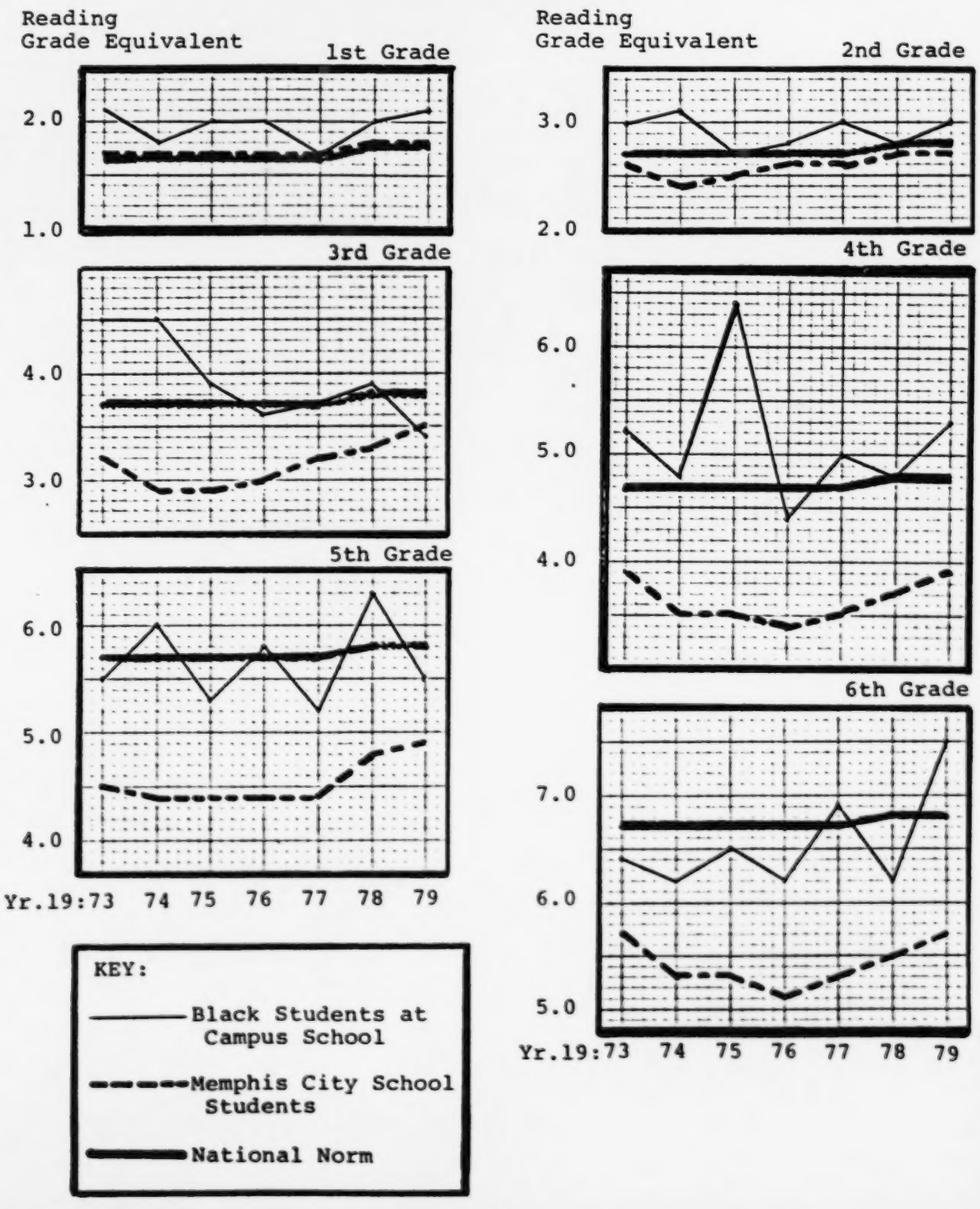
Deviations of the reading achievement of all black students at Campus School (1973-79) from that of Memphis City School students and the National Norm are displayed below:

Grade	Deviations of Black Students at Campus from Memphis City School Students		National Norm	
	Mean	Median	Mean	Median
1st	+0.3	+0.0	+0.3	+0.0
2nd	+0.3	+0.2	+0.2	+0.1
3rd	+0.8	+0.6	+0.2	+0.0
4th	+1.5	+1.1	+0.4	+0.0
5th	+1.2	+1.0	+0.0	-0.2
6th	+1.2	+0.9	-0.1	-0.4

A similar, but more pronounced trend was exhibited by Memphis City School students in that their reading achievement from 1973-79 showed an increase in negative deviation from the National Norm with an increase in school grade. A comparison of the deviations of reading achievement of the black students at Campus and Memphis City School students from the National Norm is illustrated below:

Grade	Deviations from the National Norm		
	Black Students at Campus		Memphis City School Students
	Mean	Median	(Mean or Median)
1st	+0.3	+0.0	+0.0
2nd	+0.2	+0.1	-0.1
3rd	+0.2	+0.0	-0.6
4th	+0.4	+0.0	-0.9
5th	+0.0	-0.2	-1.2
6th	-0.1	-0.4	-1.3

Figure 3- Graphic Representation of Reading Grade Equivalent Means of Black Students at Campus School on Spring Metropolitan Achievement Tests, after desegregation, from 1973 through 1979, from the First through the Sixth Grade - Compared with Memphis City School Students and the National Norm.



How did white students and black students at Campus compare after desegregation?

Figure 4 is a graphic representation of the reading grade equivalent means of white students and black students at Campus School on the spring Metropolitan Achievement Tests, after desegregation, from 1973 through 1979, from the first through the sixth grade. There are six separate graphs representing longitudinal, cohort studies for the six respective grades, "across" the seven years after desegregation (1973-1979).

As indicated in Table II and Figure 4, reading achievement was consistently higher for white students than for black students at Campus, after desegregation, for all six grades.

Deviations of reading grade equivalent means of all white students from that of all black students at Campus from 1973 through 1979 are displayed below:

Grade	Deviations of White Students from Black Students
1st	+0.6
2nd	+0.9
3rd	+1.8
4th	+1.7
5th	+2.4
6th	+1.6

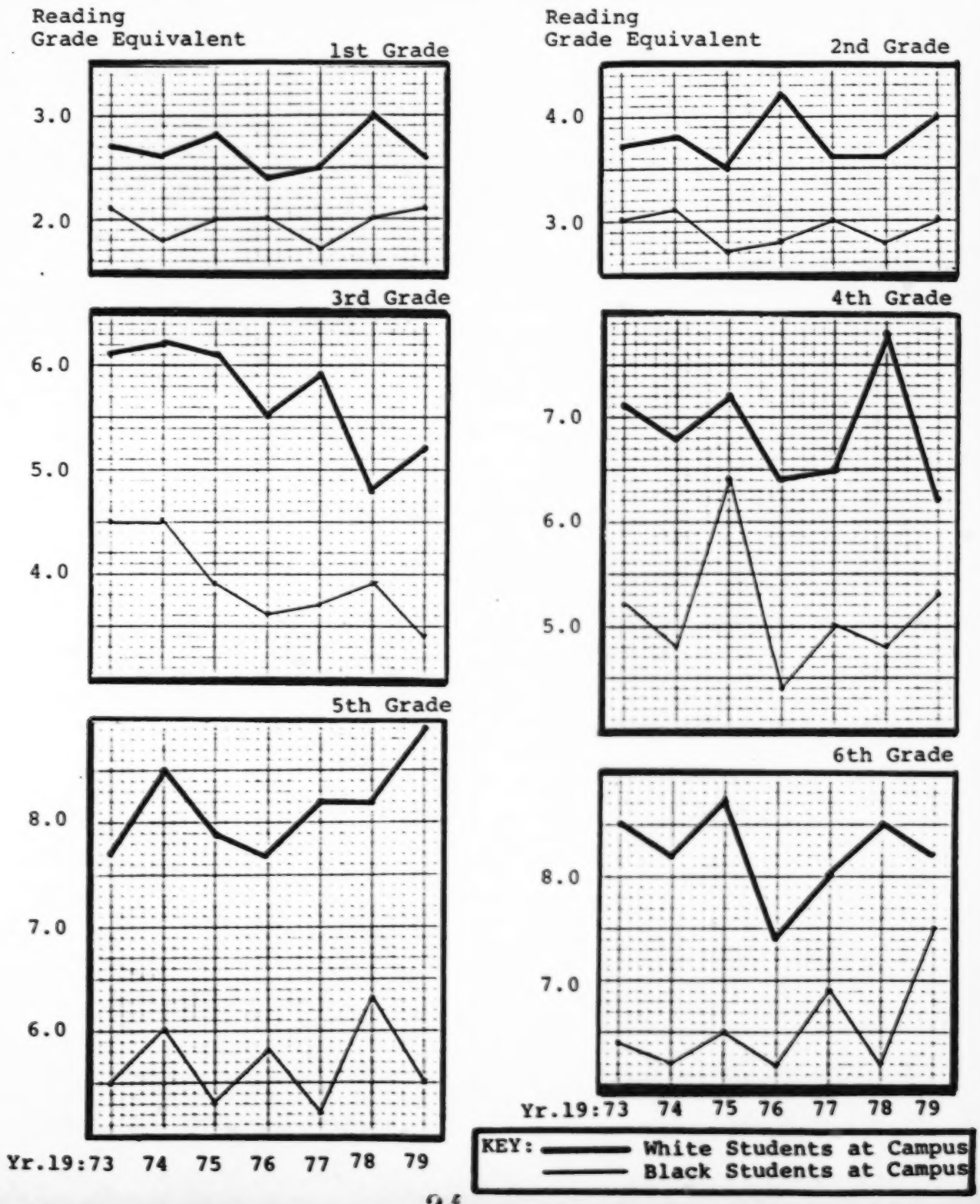
A trend was exhibited for the difference between the reading achievement of white students and black students at Campus to increase with an increase in school grade, from the first through the fifth grade.

A similar trend was evidenced by the difference between the reading achievement of white students and the National Norm from 1973 and 1979. A comparison of the deviations of reading achievement of white students at Campus from black students at Campus and white students at Campus from the National Norm, from 1973 through 1979, is illustrated below:

Grade	Deviations of White Students at Campus from Black Students at Campus	Deviations of White Students at Campus from National Norm
1st	+0.6	+0.9
2nd	+0.9	+1.1
3rd	+1.8	+2.0
4th	+1.7	+2.1
5th	+2.4	+2.4
6th	+1.6	+1.5

Another trend, evidenced by Figure 4, was the almost steady decline of reading achievement for both white students and black students in the third grade at Campus, after desegregation. No other grade exhibited this trend.

FIGURE 4 - Graphic Representation of Reading Grade Equivalent Means of White Students and Black Students at Campus School on Spring Metropolitan Achievement Tests, after desegregation, from 1973 through 1979, from the First through the Sixth Grade.



How did female students and male students at Campus compare before and after desegregation?

Reading achievement was higher for female students than for male students in all six grades at Campus School after desegregation and in all grades, except the fourth and sixth grades before desegregation. Reading achievement actually declined more for male students than for female students after desegregation.

How did female students and male students at Campus compare with Memphis City School students and the National Norm?

Female students and male students at Campus had higher reading achievement than Memphis City School students for all six grades for every year before and after desegregation. Female students had higher reading achievement than the National Norm for all six grades for every year before and after desegregation. Reading achievement for male students at Campus fell below the National Norm at only one time, the sixth grade, after desegregation, in 1978. A reading grade equivalent mean of 6.3 for this grade and year for male students was caused by male black students having a mean of 5.2, compared to male white students having a mean of 7.7.

To what degree were female white, male white, female black, and male black students at Campus able to attain the maximum levels on the Metropolitan Reading Achievement Tests?

From Table IV, the number of years that female white, male white, female black, and male black students at Campus were able to attain the maximum levels on the Metropolitan Achievement Tests are listed below:

No. of Years the Maximum Was Scored (1973-79)

	Grade					
	1st	2nd	3rd	4th	5th	6th
Female White	6	6	2	3	2	1
Male White	6	2	2	2	2	0
Female Black	3	3	0	1	1	0
Male Black	2	1	0	1	0	0

According to Table IV and the above listing, female white students achieved the maximum in all grades, male white students in all but the sixth grade, female blacks in all grades except the third and sixth grades, and male black students in all grades except the third, fifth, and sixth grades.

Did a correlation exist between group IQ and group reading achievement at Campus School?

Table V displays the group reading grade equivalent means of Campus students and their respective IQ's, for the third and fifth grades from 1972 through 1979. The only IQ scores available before desegregation at Campus School were for students with reading achievement scores in spring 1972.

Table VI exhibits the reading grade equivalent and respective IQ mean of third and fifth grade student groups at Campus School, after desegregation.

Table VII matches Campus student groups, which have reading achievement means below the National Norm, with their respective IQ means, and derives their average mean.

Figures 5 through 7 are graphic representations of the reading grade equivalent means of the first three classes of first graders at Campus School after desegregation, showing the progression of cohort groups of a class from one grade to the next. Incorporated into the graphs, is comparison with Memphis City School students and the National Norm, as well as group IQ means as related to group reading achievement.

Figure 8 is the same as Figure 5, except that it breaks down white students and black students at Campus into female white, male white, female black, and male black students. It also omits total students for the sake of clarity.

In this study, after desegregation, a positive correlation

was found to exist between group IQ and group reading achievement. For all of the group IQ means available, the ranking order was found to associate closely with reading achievement. White students, as a group, had higher IQ means than black students, as a group. In most of the grades and years considered, after desegregation, the ranking order, from high to low, of group reading achievement and respective IQ's was female white, male white, female black, and male black students.

For most grades and years, after desegregation, where the ranking order of group IQ's switched for white female and white males, the ranking order of reading achievement switched also: third grade, 1974, and fifth grade, 1973 and 1974. Exceptions to this rule were in the fifth grade, 1976 and 1979, when white male students ranked higher in reading achievement than female white students, with a reverse order in their IQ means. Black female and black males also switched the ranking order of their reading achievement to correspond with the ranking order of their IQ means: third grade, 1977. Exception can be found in the fifth grade, 1974, when black females had higher reading achievement than black males, with a reverse order in their IQ means.

The IQ means of cohort groups at Campus School remained similar as the groups progressed from one grade to the next. There was a tendency for all IQ means to decrease from the first to the sixth grade. Part of this difference was attributable to the higher intelligence quotients achieved by individuals on the Lorge-Thorndike Intelligence Tests in the third grade over the Kuhlmann-Finch Tests in later grades.

Considering the different Campus groups after desegregation, the lowest IQ means were: 109 for white students, 112 for female white students, 106 for male white students, 96 for black students, 99 for female black students, and 91 for male black students.

Reading achievement did not fall below the National Norm for any of the white groups, before or after desegregation, for any grade, for any of the ten years in the study.

After desegregation, none of the black groups fell below the National Norm for the first grade. The only black group to fall below the National Norm in the second grade was male black students, for one year only, 1974. All three of the black groups fell below the National Norm at various times in the third, fourth, fifth, and sixth grades. The number of times the three black groups fell below the National Norm and the average IQ of each group was: twelve times for black students, with an average IQ of 100, eight times for female black students, with an average IQ of 102, and sixteen times for male black students with an average IQ of 98.

FIGURE 5 - Graphic Representation of Reading Grade Equivalent Means of the First Class to Complete the First through the Sixth Grade under Desegregation at MSU Campus School.

Comparison of MSU Campus Students (Total, White, and Black) with Memphis City School Students and the National Norm.

Comparison of Group IQ Means as Related to Group Reading Grade Equivalent Means.

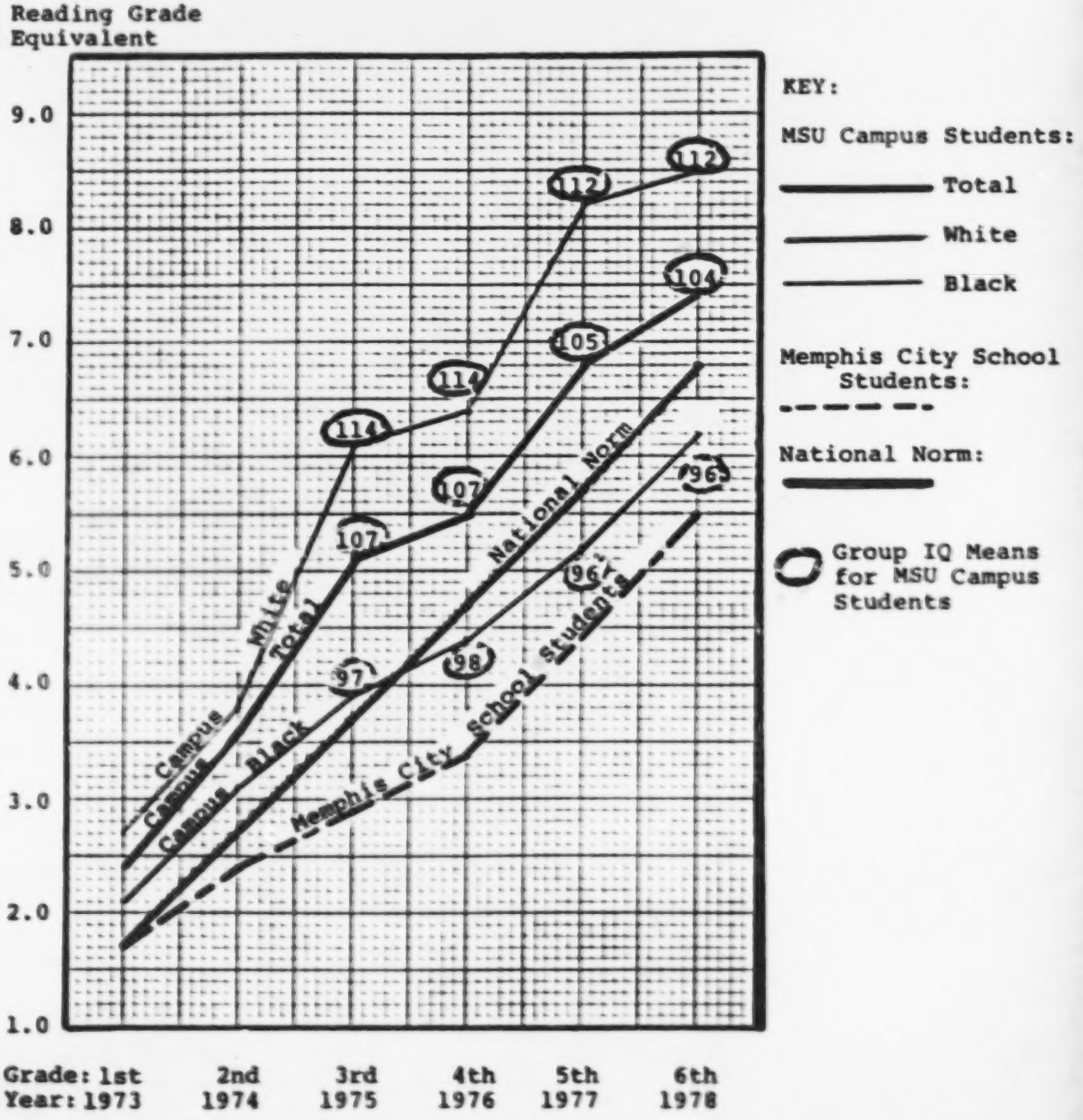


FIGURE 6 - Graphic Representation of Reading Grade Equivalent Means of the Second Class to Complete the First through the Sixth Grade under Desegregation at MSU Campus School.

Comparison of MSU Campus Students (Total, White, and Black) with Memphis City School Students and the National Norm

Comparison of Group IQ Means as Related to Group Reading Grade Equivalent Means.

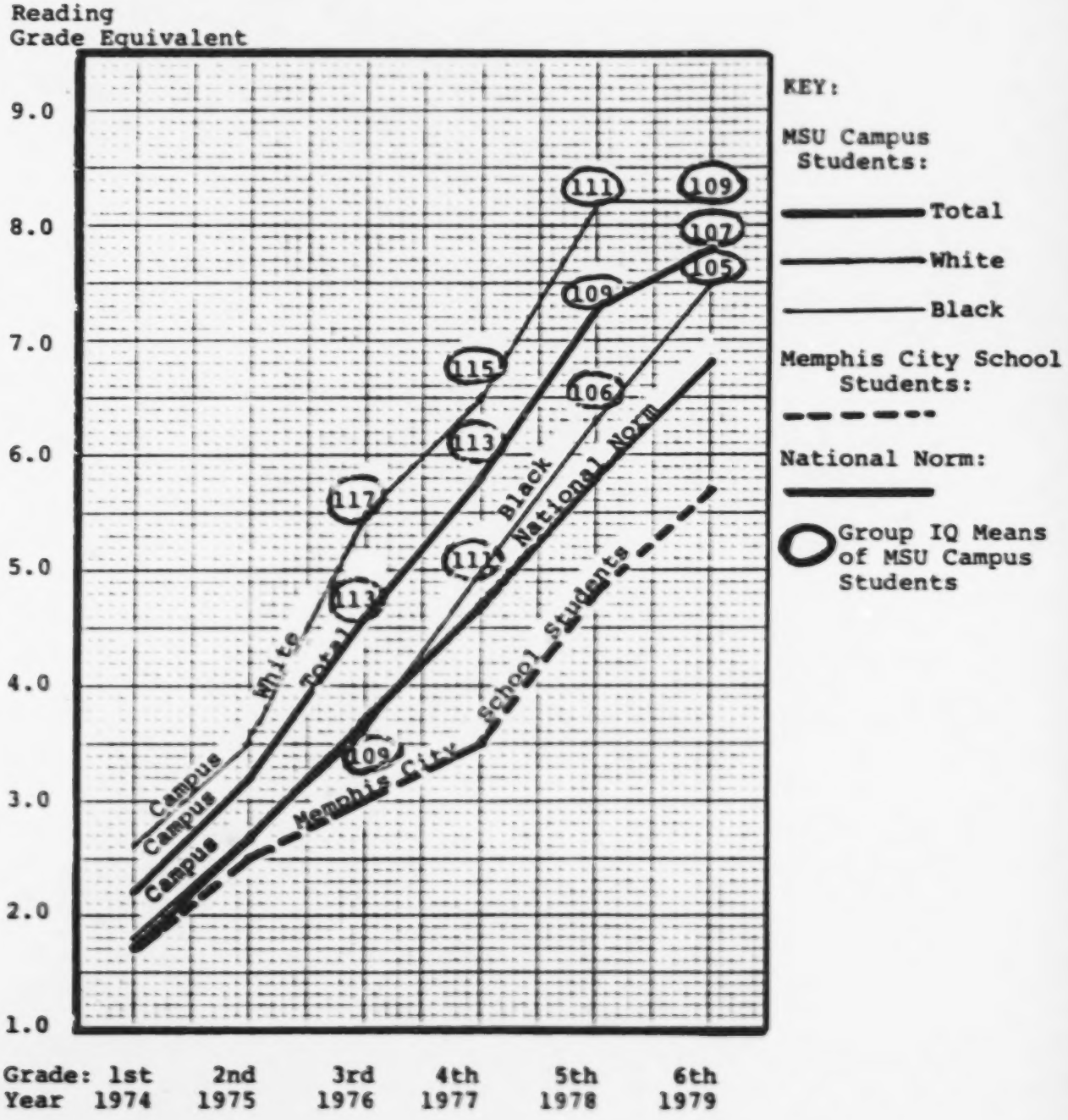


FIGURE 7 - Graphic Representation of Reading Grade Equivalent Means of the Third Class to Complete the First through the Fifth Grade under Desegregation at MSU Campus School.

Comparison of MSU Campus Students (Total, White, and Black) with Memphis City School Students and the National Norm.

Comparison of Group IQ Means as Related to Group Reading Grade Equivalent Means.

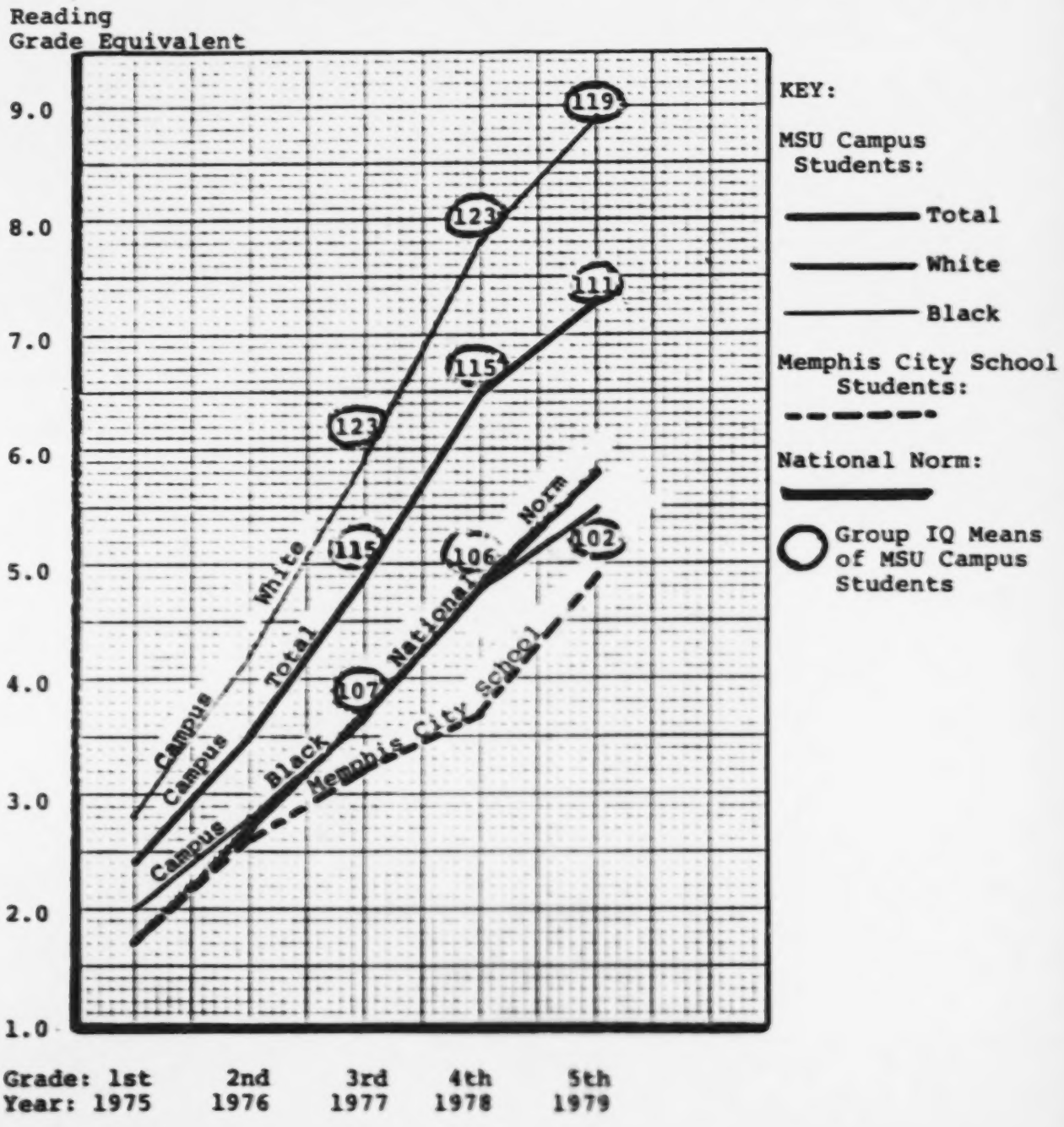
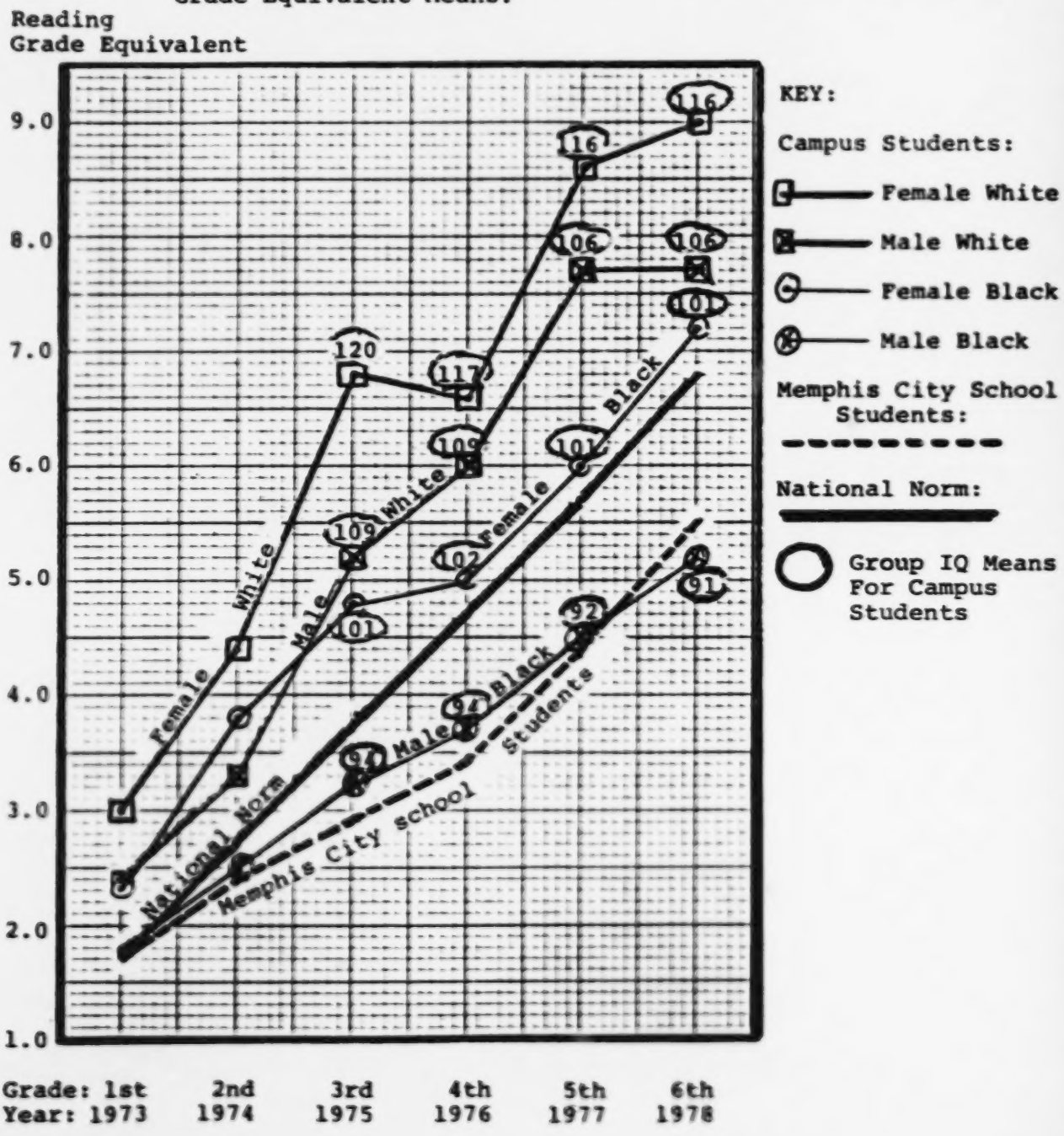


FIGURE 8 - Graphic Representation of Reading Grade Equivalent Means of the First Class to Complete the First through the Sixth Grade under Desegregation at MSU Campus School.

Comparison of MSU Campus Students (Femal White, Male White, Female Black, and Male Black) with Memphis City School Students and the National Norm.

Comparison of Group IQ Means as Related to Group Reading Grade Equivalent Means.



CONCLUSIONS

After desegregation at Campus School, the reading achievement of the total students (white students and black students together) declined by as little as one month in the first grade and as much as one year and three months for the sixth grade; however, it was still superior to that of Memphis City School students and the National Norm for all grades. It surpassed that of Memphis City School students by as little as six months for the first grade and as much as two years and four months for the fourth and fifth grades. It surpassed the National Norm by as little as six months for the first grade and as much as one year and two months for the third, fourth, and fifth grades.

The reading achievement of white students at Campus School actually increased by two to three months in the first, second, and fifth grades. The female white students also gained two months in the fourth grade. The reading achievement for the remaining grades declined by two to five months for the various grades. It was superior to that of Memphis City School students by nine months in the first grade to three years and six months in the fifth grade. White students had higher reading achievement than the National Norm by approximately one year in the first grade to two years and four months in the fifth grade.

The reading achievement of black students at Campus School was higher than that of Memphis City School students, after desegregation, for all six grades. It was equal or above the National Norm for the first and second grades, but fell below the National Norm in all remaining grades in one or more of the seven years involved.

In the fifth and sixth grades, the reading achievement of black students was below the National Norm for a majority of the years considered.

Reading achievement was consistently higher for white students than for black students at Campus School, after desegregation, for all six grades. The reading achievement of white students surpassed that of black students by six months in the first grade to two years and four months in the fifth grade. A trend was exhibited for the difference between the reading achievement of white students and black students at Campus to increase with an increase in school grade, from the first through the fifth grade. A similar trend was evidenced by the difference between the reading achievement of white students and the National Norm.

A trend, evidenced by the study, was the almost steady decline of reading achievement, for both white students and black students, in the third grade at Campus School, after desegregation. No other grade exhibited this trend, and it did not exist before desegregation.

Reading achievement was higher for female students than for male students in all six grades at Campus School, after desegregation.

Female white students achieved the maximum level possible on the reading achievement tests in all grades, male white students in all but the sixth grade, female black students in all grades except the third and sixth grades, and male black students in all grades except the third, fifth, and sixth grades.

In this study, after desegregation, a positive correlation was found to exist between group IQ and group reading achievement. For all of the group IQ means, the ranking order was found to associate closely with reading achievement. In most of the grades and years considered, after desegregation, the ranking order, from high to low, of group reading achievement and respective IQ's was female white, male white, female black, and male black students.

The IQ means of cohort groups at Campus School remained similar as the groups progressed from one grade to the next. There was a tendency for all IQ means to decrease from the first to the sixth grade. Part of this difference was attributable to the higher intelligence quotients achieved by individuals on the Lorge-Thorndike Intelligence Tests in the third grade over the Kuhlmann-Finch Tests in later grades.

TABLE I - Maximum Levels Attainable for Metropolitan Reading Achievement Tests from Spring 1970 through Spring 1979.

GRADE	READING ACHIEVEMENT TEST	MAXIMUM LEVEL ATTAINABLE
First	Metropolitan Achievement - Primary I	4.9
Second	Metropolitan Achievement - Primary II	6.9 (7.1 for 1970)
Third	Metropolitan Achievement - Elementary	12.4
Fourth	Metropolitan Achievement - Elementary	12.4
Fifth	Metropolitan Achievement - Intermediate	12.9
Sixth	Metropolitan Achievement - Intermediate	12.9

TABLE II - Reading Grade Equivalent Means of MSU Campus Students on Spring Metropolitan Achievement Tests from 1970 through 1979 - Compared with Memphis City School Students and the National Norm.

	GRADE	YEAR 1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1970-72	1973-79
MSU CAMPUS TOTAL STUDENTS	1	2.6	2.4	2.3	2.4	2.2	2.4	2.2	2.2	2.4	2.4	2.4	2.3
CAMPUS WHITE STUDENTS		2.6	2.4	2.3	2.7	2.6	2.8	2.4	2.5	3.0	2.6	2.4	2.6
Female White Students		2.7	2.6	2.4	3.0	2.9	3.0	2.3	2.8	3.2	2.6	2.5	2.8
Male White Students		2.5	2.3	2.1	2.4	2.2	2.6	2.4	2.4	2.7	2.7	2.3	2.5
CAMPUS BLACK STUDENTS		3.3	2.1	2.2	2.1	1.8	2.0	2.0	1.7	2.0	2.1	2.3	2.0
Female Black Students		3.3	2.2	2.4	2.3	2.0	1.9	2.1	1.8	1.9	2.3	2.5	2.0
Male Black Students		---	2.0	1.8	1.8	1.7	2.0	1.9	1.7	2.1	1.8	1.9	1.9
CAMPUS FEMALE STUDENTS		2.7	2.5	2.4	2.7	2.5	2.4	2.2	2.3	2.4	2.5	2.5	2.4
CAMPUS MALE STUDENTS		2.5	2.3	2.1	2.2	2.0	2.3	2.1	2.1	2.4	2.2	2.3	2.2
MEMPHIS CITY SCHOOL STUDENTS		#.#	#.#	1.8	1.7	1.7	1.7	1.7	1.7	1.8	1.8	1.8	1.7
NATIONAL NORM		1.8	1.8	1.7	1.7	1.7	1.7	1.7	1.7	1.8	1.8	1.8	1.7
MSU CAMPUS TOTAL STUDENTS	2	4.1	4.3	4.0	3.4	3.6	3.2	3.5	3.3	3.3	3.5	4.1	3.4
CAMPUS WHITE STUDENTS		4.1	4.3	4.1	3.7	3.8	3.5	4.2	3.6	3.6	4.0	4.1	3.8
Female White Students		4.2	4.4	4.2	3.7	4.4	4.0	4.4	3.5	4.1	4.2	4.2	4.0
Male White Students		4.1	4.2	3.9	3.6	3.3	3.1	4.0	3.7	3.2	3.9	4.1	3.5
CAMPUS BLACK STUDENTS		4.8	4.5	3.9	3.0	3.1	2.7	2.8	3.0	2.8	3.0	4.1	2.9
Female Black Students		4.2	5.4	4.0	3.2	3.8	2.8	2.7	3.1	2.8	3.2	4.4	3.1
Male Black Students		5.3	2.6*	3.7	2.8	2.5*	2.7	2.8	2.9	2.8	2.8	3.8	2.8
CAMPUS FEMALE STUDENTS		4.2	4.5	4.2	3.4	4.2	3.4	3.5	3.4	3.6	3.7	4.3	3.6
CAMPUS MALE STUDENTS		4.1	4.1	3.9	3.3	3.0	2.9	3.5	3.3	3.0	3.4	4.0	3.2
MEMPHIS CITY SCHOOL STUDENTS		#.#	#.#	2.6*	2.6*	2.4*	2.5*	2.6*	2.6*	2.7*	2.7*	2.6*	2.6*
NATIONAL NORM		2.8	2.8	2.7	2.7	2.7	2.7	2.7	2.7	2.8	2.8	2.8	2.7
MSU CAMPUS TOTAL STUDENTS	3	5.1	#.#	5.9	5.4	5.3	5.1	4.6	4.9	4.4	4.4	5.5	4.9
CAMPUS WHITE STUDENTS		5.2	#.#	5.9	6.1	6.2	6.1	5.5	5.9	4.8	5.2	5.5	5.7
Female White Students		5.7	#.#	5.6	6.1	6.1	6.8	5.7	5.9	4.9	5.0	5.7	5.8
Male White Students		4.9	#.#	6.2	6.1	6.2	5.2	5.2	5.9	4.7	5.4	5.5	5.6
CAMPUS BLACK STUDENTS		4.0	#.#	5.3	4.5	4.5	3.9	3.6*	3.7	3.9	3.4*	4.9	3.9
Female Black Students		---	#.#	6.3	4.9	4.7	4.8	3.8	3.3*	3.9	3.7*	6.3	4.2
Male Black Students		4.0	#.#	3.8	4.0	4.1	3.2*	3.5*	4.1	3.9	3.2*	3.9	3.7
CAMPUS FEMALE STUDENTS		5.7	#.#	5.7	5.6	5.5	6.0	4.9	4.6	4.5	4.5	5.7	5.1
CAMPUS MALE STUDENTS		4.8	#.#	6.1	5.2	5.2	4.2	4.3	5.1	4.2	4.4	5.4	4.6
MEMPHIS CITY SCHOOL STUDENTS		#.#	#.#	3.2*	3.2*	2.9*	2.9*	3.0*	3.2*	3.3*	3.5*	3.2*	3.1*
NATIONAL NORM		3.8	#.#	3.7	3.7	3.7	3.7	3.7	3.7	3.8	3.8	3.7	3.7

TABLE II (Continued)

	GRADE	YEAR 1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1970-72	1973-79
MSU CAMPUS TOTAL STUDENTS	4	6.8	#.#	7.2	6.2	5.9	6.8	5.5	5.8	6.5	5.8	7.0	6.0
CAMPUS WHITE STUDENTS		6.8	#.#	7.2	7.1	6.8	7.2	6.4	6.5	7.8	6.2	7.0	6.8
Female White Students		6.8	#.#	6.8	7.1	7.1	7.4	6.6	7.0	7.5	6.5	6.8	7.0
Male White Students		6.7	#.#	7.7	7.1	6.5	7.0	6.0	6.0	8.0	5.9	7.2	6.7
CAMPUS BLACK STUDENTS		6.4	#.#	7.5	5.2	4.8	6.4	4.4*	5.0	4.8	5.3	7.1	5.1
Female Black Students		8.4	#.#	7.5	5.2	5.1	7.1	5.0	5.0	4.5*	5.2	7.8	5.4
Male Black Students		4.3*	#.#	7.5	5.2	4.4*	5.6	3.7*	4.9	5.2	5.3	6.4	4.9
CAMPUS FEMALE STUDENTS		6.9	#.#	6.8	6.0	6.2	7.3	5.9	6.1	6.0	6.0	6.8	6.2
CAMPUS MALE STUDENTS		6.7	#.#	7.7	6.4	5.5	6.2	4.8	5.5	6.9	5.6	7.2	5.9
MEMPHIS CITY SCHOOL STUDENTS		#.#	#.#	3.9*	3.9*	3.5*	3.5*	3.4*	3.5*	3.7*	3.9*	3.9*	3.6*
NATIONAL NORM		4.8	#.#	4.7	4.7	4.7	4.7	4.7	4.7	4.8	4.8	4.7	4.7
MSU CAMPUS TOTAL STUDENTS	5	8.2	7.6	7.4	6.6	7.1	6.6	6.8	6.8	7.3	7.3	7.7	6.9
CAMPUS WHITE STUDENTS		8.2	7.7	7.3	7.7	8.5	7.9	7.8	8.2	8.2	8.9	7.8	8.1
Female White Students		8.3	7.4	7.7	7.4	7.9	7.9	7.2	8.6	8.3	8.8	7.9	8.0
Male White Students		8.1	7.9	7.1	8.1	8.9	7.8	8.4	7.7	8.0	9.0	7.7	8.3
CAMPUS BLACK STUDENTS		#.#	5.3*	7.6	5.5*	6.0	5.3*	5.8	5.2*	6.3	5.5*	6.5	5.7
Female Black Students		#.#	6.7	7.2	5.5*	6.4	5.8	5.9	6.0	6.2	5.4*	7.0	5.9
Male Black Students		#.#	3.1*	8.5	5.4*	5.6*	4.7*	5.7	4.5*	6.4	5.7*	5.8	5.4*
CAMPUS FEMALE STUDENTS		8.3	7.4	7.7	6.6	7.0	6.9	6.6	7.4	7.6	7.1	7.8	7.0
CAMPUS MALE STUDENTS		8.1	7.7	7.2	6.6	7.1	6.3	7.0	6.1	7.1	7.6	7.6	6.8
MEMPHIS CITY SCHOOL STUDENTS		#.#	#.#	5.1*	4.5*	4.4*	4.4*	4.4*	4.4*	4.8*	4.9*	5.1*	4.5*
NATIONAL NORM		5.8	5.9	5.7	5.7	5.7	5.7	5.7	5.7	5.8	5.8	5.8	5.7
MSU CAMPUS TOTAL STUDENTS	6	8.7	8.5	8.9	7.4	7.2	7.5	6.8	7.5	7.4	7.8	8.7	7.4
CAMPUS WHITE STUDENTS		8.7	8.5	9.0	8.5	8.2	8.7	7.4	8.0	8.5	8.2	8.7	8.2
Female White Students		8.6	8.3	8.9	9.2	8.2	8.5	7.9	7.9	9.0	8.4	8.6	8.4
Male White Students		8.7	8.8	9.2	8.2	8.1	8.8	7.0	8.1	7.7	8.0	8.9	8.0
CAMPUS BLACK STUDENTS		8.8	5.9*	6.9	6.4*	6.2*	6.5*	6.2*	6.9	6.2*	7.5	7.5	6.6*
Female Black Students		7.5	#.#	7.2	6.6*	6.5*	6.8	6.5*	7.2	7.2	7.6	7.4	6.9
Male Black Students		12.5	5.9*	6.1*	6.3*	5.9*	6.1*	5.8*	6.6*	5.2*	7.3	7.7	6.2*
CAMPUS FEMALE STUDENTS		8.6	8.3	8.7	7.4	7.4	7.5	7.1	7.6	8.2	8.0	8.5	7.6
CAMPUS MALE STUDENTS		8.8	8.8	9.1	7.4	7.0	7.6	7.4	7.4	6.3*	7.6	8.9	7.1
MEMPHIS CITY SCHOOL STUDENTS		#.#	#.#	5.9*	5.7*	5.3*	5.3*	5.1*	5.3*	5.5*	5.7*	5.9*	5.4*
NATIONAL NORM		6.8	6.8	6.7	6.7	6.7	6.7	6.7	6.7	6.8	6.8	6.8	6.7

* Below the National Norm

___ Below Memphis City School Students

#.# Achievement scores not available

--- None present in class

TABLE III - Reading Grade Equivalent Means for MSU Campus Students on All Spring Metropolitan Achievement Tests "before" Desegregation (1970-72) and "after" Desegregation (1973-79).

	GRADE											
	1ST		2ND		3RD		4TH		5TH		6TH	
	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER	BEFORE	AFTER
MSU CAMPUS STUDENTS:												
Total Students	2.4	2.3	4.1	3.4	5.5	4.9	7.0	6.0	7.7	6.9	8.7	7.4
(4.7% Black Students before desegregation, Spring 1970-72)												
(47.7% Black Students after desegregation, Spring 1973-79)												
White Students	2.4	2.6*	4.1	3.8	5.5	5.7*	7.0	6.8	7.8	8.1*	8.7	8.2
Female White Students	2.5	2.8*	4.2	4.0	5.7	5.8*	6.8	7.0*	7.9	8.0*	8.6	8.4
Male White Students	2.3	2.5*	4.1	3.5	5.5	5.6*	7.2	6.7	7.7	8.3*	8.9	8.0
Black Students	2.3	2.0	4.1	2.9	4.9	3.9	7.1	5.1	6.5	5.7	7.5	6.6
(% of Total)	7.2%	48.6%	4.9%	45.0%	4.0%	46.3%	3.3%	46.5%	4.1%	49.4%	4.1%	50.8%
Female Black Students	2.5	2.0	4.4	3.1	6.3	4.2	7.8	5.4	7.0	5.9	7.4	6.9
(% of Total)	5.3%	23.5%	3.0%	22.5%	1.7%	21.8%	1.7%	24.2%	2.6%	24.5%	2.6%	26.9%
Male Black Students	1.9	1.9	3.8	2.8	3.9	3.7	6.4	4.9	5.8	5.4	7.7	6.2
(% of Total)	1.9%	25.1%	1.9%	22.5%	2.3%	24.5%	1.7%	22.3%	1.5%	24.9%	1.5%	23.9%
Female Students	2.5	2.4	4.3	3.6	5.7	5.1	6.8	6.2	7.8	7.0	8.5	7.6
Male Students	2.3	2.2	4.0	3.2	5.4	4.6	7.2	5.9	7.6	6.8	8.9	7.1
MEMPHIS CITY SCHOOL:												
Total Students	1.8**	1.7	2.6**	2.6	3.2**	3.1	3.9**	3.6	5.1**	4.5	5.9**	5.4
(55.7% Black Students before desegregation, Spring 1970-72)												
(72.3% Black Students after desegregation, Spring 1973-79)												
NATIONAL NORM	1.8	1.7	2.3	2.7	3.7	3.7	4.7	4.7	5.8	5.7	6.8	6.7

* Higher achievement scores after desegregation.

** Achievement scores are for Spring 1972 only, as scores for 1970 and 1971 were not available

TABLE IV - "High" Reading Grade Equivalents of MSU Campus Students (Female White, Male White, Female Black, and Male Black) on Spring Metropolitan Achievement Tests, 1970-1979.

	GRADE	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1970-72	1973-79
Female White	1	4.2	4.9*	4.9*	4.9*	4.9*	4.9*	3.5	4.9*	4.9*	4.9*	4.9*	4.9*
Male White		4.2	4.9*	3.5	4.9*	4.9*	4.9*	3.5	4.9*	4.9*	4.9*	4.9*	4.9*
Female Black		3.7	2.4	3.1	4.9*	3.1	3.5	4.9*	2.7	3.1	4.9*	3.7	4.9*
Male Black		---	2.1	1.9	4.9*	2.8	4.9*	3.1	3.1	3.5	2.7	2.1	4.9*
Female White	2	7.1*	6.9*	6.9*	6.9*	6.9*	6.9*	6.9*	6.9*	6.9*	5.4	7.1*	6.9*
Male White		7.1*	6.9*	6.9*	5.4	5.4	5.4	6.9*	5.4	5.4	6.9*	7.1*	6.9*
Female Black		4.2	5.4	5.4	5.4	6.9*	4.4	3.6	6.9*	3.9	6.9*	5.4	6.9*
Male Black		5.3	2.6	4.4	4.4	3.8	3.8	5.4	6.9*	5.4	5.4	5.3	6.9*
Female White	3	9.2	10.1	10.1	10.1	12.4*	11.5	12.4*	10.1	9.0	9.0	10.1	12.4*
Male White		8.4	12.4*	12.4*	11.5	11.5	10.1	12.4*	10.1	9.0	10.1	12.4*	12.4*
Female Black		---	10.1	10.1	9.0	10.1	10.1	5.9	6.5	7.5	5.9	10.1	10.1
Male Black		5.3	5.7	5.7	5.7	6.1	6.9	6.1	6.1	7.5	5.7	5.7	7.5
Female White	4	11.6	#.#	11.5	12.4*	12.4*	12.4*	11.5	10.1	10.1	11.5	11.6	12.4*
Male White		11.6	#.#	12.4*	11.5	10.1	11.5	10.1	11.5	12.4*	10.1	12.4*	12.4*
Female Black		8.4	#.#	7.5	11.5	10.1	12.4*	10.1	7.5	7.5	8.0	8.4	12.4*
Male Black		4.3	#.#	9.0	8.0	9.0	12.4*	7.5	8.0	10.1	9.0	9.0	12.4*
Female White	5	11.8	12.3	11.1	11.7	11.7	12.9*	11.7	11.7	12.3	12.9*	12.3	12.9*
Male White		11.8	12.3	11.1	12.9*	12.3	12.3	12.3	12.9*	12.3	12.3	12.3	12.9*
Female Black		---	7.5	9.9	8.7	10.5	11.1	9.9	12.9*	11.1	10.5	9.9	12.9*
Male Black		---	3.6	8.7	9.3	9.9	9.3	11.1	7.8	12.3	9.9	8.7	12.3
Female White	6	12.5	12.3	12.9*	11.7	11.7	11.7	11.7	11.7	12.9*	11.7	12.9*	12.9*
Male White		12.5	12.9*	12.9*	12.3	11.7	12.3	11.1	12.3	11.1	12.3	12.9*	12.3
Female Black		11.4	---	8.2	11.7	11.7	10.5	11.7	9.9	11.7	12.3	11.4	12.3
Male Black		12.5	5.9	6.5	9.9	9.9	11.7	12.3	11.7	7.5	11.7	12.5	12.3

* Maximum level attainable
--- None present in class
#.# Achievement scores not available

TABLE V - Group Reading Equivalent Means of Campus Students and Their Respective IQ's for the Third and Fifth Grades, from 1972 through 1979.

THIRD GRADE

	YEAR															
	1972		1973		1974		1975		1976		1977		1978		1979	
	READ.	IQ	READ.	IQ	READ.	IQ	READ.	IQ	READ.	IQ	READ.	IQ	READ.	IQ	READ.	IQ
Total Students	5.9	115	5.4	111	5.3	111	5.1	107	4.6	113	4.9	115	4.4	115	4.4	###
White Students	5.9	115	6.1	115	6.2	114	6.1	114	5.5	117	5.9	123	4.8	119	5.2	###
Female White	5.6	116	6.1	118	6.1	114	6.8	120	5.7	120	5.9	128	4.9	121	5.0	###
Male White	6.2	115	6.1	113	6.2	115	5.2	109	5.2	113	5.9	119	4.7	116	5.4	###
Black Students	5.3	110	4.5	105	4.5	107	3.9	97	3.6*	109	3.7	107	3.9	110	3.4*	###
Female Black	6.3	107	4.9	110	4.7	109	4.8	101	3.8	111	3.3*	103	3.9	108	3.7	###
Male Black	3.8	115	4.0	101	4.1	104	3.2*	94	3.5*	108	4.1	110	3.9	111	3.2*	###

* Below the National Norm
Scores not available

FIFTH GRADE

	YEAR															
	1972		1973		1974		1975		1976		1977		1978		1979	
	READ.	IQ	READ.	IQ	READ.	IQ	READ.	IQ	READ.	IQ	READ.	IQ	READ.	IQ	READ.	IQ
Total Students	7.4	116	6.6	###	7.1	110	6.6	105	6.8	110	6.8	105	7.3	109	7.3	111
White Students	7.3	116	7.7	113	8.5	119	7.9	112	7.8	114	8.2	112	8.2	111	8.9	119
Female White	7.7	117	7.4	114	7.9	115	7.9	116	7.2	116	8.6	116	8.3	113	8.8	121
Male White	7.1	115	8.1	111	8.9	121	7.8	108	8.4	111	7.7	106	8.0	109	9.0	118
Black Students	7.6	111	5.5*	###	6.0	100	5.3*	99	5.8	107	5.2*	96	6.3	106	5.5*	102
Female Black	7.2	110	5.5*	###	6.4	99	5.8	103	5.9	110	6.0	101	6.2	109	5.4*	100
Male Black	8.5	114	5.4*	###	5.6*	101	4.7*	94	5.7	104	4.5*	92	6.4	104	5.7*	104

* Below the National Norm
Scores not available

TABLE VI - Reading Grade Equivalent and IQ Means for all Third and Fifth Grade Students at Campus School, after Desegregation (1973-79)

	THIRD GRADE AFTER DESEGREGATION (1973-79)		FIFTH GRADE AFTER DESEGREGATION (1973-79)	
	READING GRADE EQUIV. MEANS	IQ MEANS	READING GRADE EQUIV. MEANS	IQ MEANS
Total Students	4.9	112	6.9	108
White Students	5.7	117	8.1	114
Female White	5.8	120	8.0	116
Male White	5.6	114	8.3	112
Black Students	3.9	106	5.7	102
Female Black	4.2	107	5.9	104
Male Black	3.7	105	5.4*	100

* Below the National Norm

TABLE VII - Campus Student Groups, Which have Reading Grade Equivalent Means below the National Norm, with Their Respective IQ Means, after Desegregation.

	GRADE	YEAR	READING GRADE EQUIV. MEANS	IQ MEANS	
Black Students	3	1976	3.6	109	
		1979	3.4	###	
	4	1976	4.4	97	
	5	1973	5.5	###	
		1975	5.3	99	
		1977	5.2	96	
		1979	5.5	102	
	6	1973	5.5	###	
		1974	6.2	###	
		1975	6.5	100	
		1976	6.2	99	
		1978	6.2	96	
				100	= Average
Female Black Students	3	1977	3.3	103	
		1979	3.7	###	
	4	1978	4.5	103	
	5	1973	5.5	###	
		1979	5.4	100	
	6	1973	6.6	###	
		1974	6.5	###	
		1976	6.5	103	
				102	= Average
Male Black Students	2	1974	2.5	94	
	3	1975	3.2	94	
		1976	3.5	108	
		1979	3.2	###	
	4	1974	4.4	101	
		1976	3.7	94	
	5	1973	5.4	###	
		1974	5.6	101	
		1975	4.7	94	
		1977	4.5	92	
		1979	5.7	104	
	6	1973	6.3	###	
		1975	6.1	101	
		1976	5.8	94	
		1977	6.6	104	
		1978	5.1	91	
				98	= Average

No IQ scores available